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ABSTRACT

The 12-country cooperative project that is reviewed involved the following activities and outputs: group training workshops/seminars, inter-country study visits, the development of training materials for regional training programs and preparation of a training handbook, support to and development of national training programs, and evaluation. Problems related to the improvement of training materials for distance education are presented by country, and recommendations concerning material and program development and improvement are offered. Appendices list the national institutions/programs cooperating in the project from Afghanistan, Bangladesh, India, Indonesia, Republic of Korea, Malaysia, Nepal, Pakistan, Papua New Guinea, the Philippines, Sri Lanka, and Thailand; project staff and consultants; project equipment purchased; participants in group training courses and inter-country study visits; and units of study in training materials adapted for national training programs from the project staff development workshop lesson units. Also appended are the project budget, an analysis of evaluation questionnaires and a three-page list of reports/documents/publications. (LMM)

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Regional Technical Co-operation for Training Educational Personnel in Planning and Management using Distance Teaching and other Techniques

Project Findings and Recommendations

Serial No.
FMR/ED/OPS/82/270(UNDP)

United Nations Educational Scientific and Cultural Organization

United Nations Development Programme

Bangkok, 1983

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I. INTRODUCTION

Objectives of the Project

1. Up till 1977, the development of national capacity in educational planning, management and statistics, through the training of national personnel continued to remain a prime need in many countries in the Region. Recognizing such a need, a number of countries in the Region established specialized training centres, staff colleges and similar training institutions for the preparation of educational planners and administrators. The present UNDP/Unesco Inter-country Project RAS/77/033 entitled: "Regional Technical Co-operation for Training Educational Personnel in Planning and Management using Distance Teaching and Other Techniques" was specifically designed to strengthen the national training centres and programmes through their joint and collaborative efforts.

2. The Project has as its immediate objectives:

i) The development of training materials in forms which can be used flexibly in different combinations (e.g. correspondence tuition programmes, programmed instructional materials etc.).

ii) Preparation of key-level personnel particularly the staff of national training centres and programmes with regard to the organization and management of training programmes, and in the production and use of distance teaching materials and techniques as part of a total training package.

iii) Inter-country co-operation with a view to facilitating the pooling of experiences and expertise in joint workshop for training specialists, and in the exchange and field-testing of training materials.

Institutional framework and methods of work

3. The project was located at the Unesco Regional Office for Education in Asia and the Pacific, Bangkok. A consultative meeting was held in Bangkok from 10 to 14 December 1979 with a view to finalizing detail work plan under the project. The meeting which was attended by the 12 participating countries approved the work plan.

4. The project became operational when it was officially endorsed in July 1979 by the following eight countries: India, Malaysia, Nepal, Republic of Korea, Pakistan, Philippines, Papua New Guinea and Thailand. In addition, four countries, namely, Afghanistan, Bangladesh, Indonesia, and Sri Lanka later confirmed participation in the project and assigned national institutions/programmes as the project's focal contact points. The list of the national institutions/programmes so designated by all 12 countries participating in the project is given in Appendix A.

5. The Project Document was signed on 14 December 1978 with total UNDP contribution amounting to US$ 234,875 with principal components consisting of group training and consultancies. The Project Budget covering UNDP contribution was revised under mandatory revisions reflecting actual expenditures in different years. The revised Project Budget RAS/77/033/F/01/13 covering UNDP contribution amounting to US$ 228,788 is given in Appendix B.

6. The total contribution of participating Member States in kind was estimated at US$ 183,000. The governments of India, Indonesia, Malaysia, Philippines and Thailand hosted training courses, staff development workshops, inter-country study visits and programme development meetings and provided staff, facilities, equipment and related services needed for local organization of the activities.

7. Unesco as Executing Agency provided the Project with the following:

i) the services of its specialists in educational planning and management at Unesco Regional Office (Bangkok) for implementing the various activities under the Project in co-operation with the participating governments and for technical and professional inputs in supplementation of the inputs of consultancies;

ii) technical and reference documentation for the development of distance teaching materials;

iii) facilities for the printing and reproduction of distance teaching materials together with graphics and other visuals.

The list of international staff and of the consultants who performed various functions in the implementation of the Project activities is given in Appendix C.

The list of major equipment purchased under the Project funding is given in Appendix D.

II. PROJECT ACTIVITIES AND OUTPUTS

Group Training Courses cum Staff Development Workshops/ Training Seminar

8. Preparation of key-level personnel/staff of national centres and programmes for organization and management of training programmes in educational planning and management formed an important component of the Project. Through combining the staff development workshops with the regular regional training programmes offered by the Regional Office in the field of educational planning and management, the training benefits were extended not only to educational planners and managers in countries of the region but also trainers in this field.

9. Each of the training courses/workshops consisted of four phases:

Phase I (4-5 months) - Instruction by Correspondence in which the participants engaged in self-study using the materials: "Basic Training Programme in Educational Planning and Management", developed by EPMS, and worked on written assignments and returned to EPMS for advice and guidance.

Phase II (4-5 weeks) - Training Workshop and Practical Field Exercise, involving a review of contents and analysis of participants' assignments in the correspondnece phase, seminar discussions, simulation exercise, panel discussion, group work, role playing and games. Given a specific theme of the Practical Field Exercise, the participants were required to formulate or elaborate an educational development plan and related projects at the local/macro level.

Phase III - Study and Observation of Educational Planning and Management in Operation through visits to selected national institutions responsible for educational planning, plan implementation and evaluation, to observe different aspects of educational planning at work and hold discussions with responsible officials.

Phase IV (8 months) - Instructional Follow-up, in which the participants, upon return to their own countries, resumed self-study on subjects and problems identified by them during the training period, or on practical problems identified by them on-the-job.

10. The Sixth Group Training Course cum Staff Development Workshop was conducted in 1980 in the Regional Office in Bangkok followed by a practical field exercise in Songkhla Province, Thailand. The special theme of the training course was inter-sectoral aspects of educational planning at the provincial/local level.

11. The correspondence phase of the Regional Staff Development Workshop in 1982 was administered from the Regional Office in Bangkok, while the contact sessions were held in Manila. The practical field exercise was conducted in Region IV, the Philippines. The special theme of the Workshop was the improvement of implementation capacities.

12. Early in 1982, a regional training seminar on Long-term Educational Planning was held in New Delhi with a special focus on long-term forecasting, quantitative modelling and quantitative scenario building methods and techniques.

13. Thus, the beneficiaries under this type of training activity could be classified into three categories:

i)	Participation in all phases of the courses/workshops	-	62
ii)	Training through distance teaching in Phase I only	-	52
iii)	Participation as local observer/ participants in contact sessions and practical field exercises	-	8

14. Appendix E shows a summary of the participation of countries in training courses/workshops and indicates the educational qualifications and professional work of the participants in category (i). It may be noted that there was an increasing proportion of trainers among the participants in the Regional Staff Development Workshop on Improvement of Implementation Capacities and that the impetus to the national training capacities has grown.

Inter-country Study Visits and Attachments

15. The Project provided for inter-country exchange of study visits of key educational personnel of participating countries with a view to cross-fertilizing experiences in the development of national training materials and in the organization of national training programmes in educational planning and management. Thirteen key level educational personnel from 12 participating countries in the project received training under the inter-country study visits programme.

16. The inter-country study visits were fielded in Manila (Philippines), Jakarta, and Yogyakarta (Indonesia) and Bangkok (Thailand). The schedule of the inter-country study visit programme was as follows:

Bangkok : 5-6 September 1981

Participants (with the exception of those from the Philippines, Indonesia and Papua New Guinea) assembled in Bangkok for briefing, orientation etc. and

participants from the Philippines, Indonesia and Papua New Guinea joined the group in Manila.

Manila : 7-11 September 1981

Inter-country technical workshop on educational planning and management and visits to educational institutions, Ministry/Departments in Manila organized by the Planning Service, Ministry of Education and Culture, Philippines.

Jakarta and Yogyakarta : 12-18 September 1981

Visits to educational institutions, Ministry/Departments in Jakarta organized by the Indonesian National Commission for Unesco and inter-country technical workshop on educational planning and management in Yogyakarta organized by Gajah Mada University, Bulaksumar Yogyakarta.

Bangkok : 19-23 September 1981

Inter-country technical workshop on educational planning and management and visits to educational institutions, Ministry/Departments in Bangkok, organized by the Educational Planning Division of the Office of the Under-Secretary of State for Education and the Centre for Educational Administrators, Ministry of Education. Bangkok.

Bangkok : 24-25 September 1981

Synthesis Meeting on observations and experiences and reflection of participants on the relevance/usefulness/limitations of the experiences within the context of respective country situations, organized at Unesco/ROEAP, Bangkok.

17. The study visits were undertaken, inter alia, with the objective of enabling the 13 participants from 12 countries in the Asia and Pacific region to make on-the-spot observations of the planning organizations, mechanisms and processes for educational development in the Philippines, Indonesia and Thailand. Through the study visit programme the participants were given an opportunity to examine the role of national training institutions/programmes in enhancing national planning and management capacities in education in the three countries visited. Particular attention was given during the study visit programme to the development of national training materials for training educational planners and managers through the distance teaching and other techniques, Appendix F shows summary of educational qualifications of the participants and their professional work.

Attachments

18. Attachment programmes were yet another form of training undertaken under the Project. Two sets of activities were carried out under the programme:

a) Two senior officials from the Centre for Educational Administrators, Ministry of Education, Thailand, made a one-week study visit to the Malaysian Education Staff Training Institute (MESTI) in August 1980. The objectives of the study visit were:

   i) To acquire knowledge and skills in design and implementation of training programmes in the field of educational planning and management.

   ii) To share experiences in curriculum and material development for training courses in educational planning and management.

   iii) To share experiences in conducting training programmes, management of training institutions and institution building.

b) Two senior officials from the Staff College for Educational Administration, Ministry of Education, Sri Lanka, made a two-week study visit to the National Institute of Educational Planning and Administration (NIEPA) and the National Council for Educational Research and Training (NCERT) in November 1980. The objectives of the study visit were:

   i) to study the organization and conduct of residential training courses in educational planning and management by NIEPA for different categories of educational personnel in India.

   ii) to study the strategies, problems and constraints in designing, organizing and conducting of correspondence training courses for school principals and other educational administrative personnel in India.

   iii) to gain insight into the institutional structures of NIEPA and the NCERT with a view to strengthening institutional structure of the National Staff College for Educational Administration, Kalutara.

19. The attachment programmes provided opportunities for exchange of views among trainers in the field of educational planning and management and in sharing of experiences in institutional building and institutional management based on TCDC concept.

Development of training materials for regional training programmes

20. The seven books for "Basic Training Programme in Educational Planning and Management", revised in 1979 formed the core materials for the regional training programmes (See Appendix G for a summary of

contents). A total of 600 copies of the seven books (1979 edition) were widely distributed to institutions/trainers in the region. There is continuing demand for the seven books and these have been reprinted in 150 copies in 1982 for further distribution.

21. The regional training programmes increasingly sharpened focus on specific aspects/themes in educational planning and management such as inter-sectoral aspects of educational planning and management, improvement of implementation capacities, monitoring, evaluation etc. Additional modules were developed in order to provide the training programmes with flexible combination of course contents depending upon the specific theme or specific training needs of clientele groups.

1. Educational Decision-making and Its Tools
2. The Decentralization of Educational Administration
3. Participatory Evaluation in Education
4. Human Resource Management in Education
5. Institution Building and Institutional Management
6. Long-term Educational Planning
7. Education System Indicators

These sets of training modules have been used/tested in different regional courses/staff development workshops.

Preparation of a training handbook

22. The "Handbook for Trainers in Educational Management: with special reference to countries in Asia and the Pacific" (273 pages) published and widely distributed. The first part of the handbook deals with some general issues such as the role of educational planners and administrators in educational development; the various training systems available; organizational mechanisms and main concerns of education systems and the broad scene of training education managers in countries of the Region. The second part of the handbook is devoted to organizational aspects of training including designing of training strategy, identifying training needs, developing a curriculum, selecting training modalities and methods, evaluation of training programmes etc. The third part of the handbook covers various training modalities and methods. Distance teaching as a training modality has been given special emphasis because of its potentiality for wider coverage and cost effectiveness for training of in-service educational personnel without requiring them to be away from jobs for a long period of time.

23. The handbook is addressed to the professional "trainers" as well as practioners in educational management with primary emphasis on the development of training competencies including training materials. While its focus is on the field of educational management, related problems in the field of educational planning are also dealt with wherever relevant.

24. The handbook was field tested during the Sixth Group Training Course cum Staff Development Workshop in Educational Planning and Management as well as the Regional Staff Development Workshop on Improvement of Implementation Capacities. The handbook was widely distributed and particularly appreciated by training institutions in the region.

Support to national training programmes and development of national training materials

25. The lesson units, prepared for the correspondence tuition phase of the Regional Group Training Courses cum Staff Development Workshops, have reached a wide circle of educational planners and administrators in the Asian region. The lesson units have been widely used in national training programmes and, for this purpose, have been adapted to national needs, some of them in national languages. (See Appendix H for contents of training materials adapted for national training programmes).

26. Technical support was rendered to member countries in the organization and conduct of the national training programmes in educational planning and management, such as the M.A. Degree programme organized by the Allama Iqbal Open University, Pakistan, the Training Courses in Educational Planning and school mapping for Directors of Education and Chief Education Officers in charge of Educational Districts, Sri Lanka, training courses for district education officers in Nepal and various short-term training courses organized by the National Institute of Educational Planning and Administration, India.

27. The training programmes organized by various national centres on the basis of the materials developed and the participants covered are summarized in the Table below:

Adaptation of Modules and Distance Teaching Programmes Organized by different countries under this Project

	Item	Pakistan	Sri Lanka	India	Indonesia	Nepal	Philippines	Thailand
1.	No. of Modules adapted for distance teaching	All	All	33	20	All	All	All
2.	No. of Modules developed	12	8	33	Nil	7	Nil	7
3.	No. of participants covered upto 1982 through distance teaching	About 800	Nil	1200	450	Not Known	1210	200
4.	No. expected to be covered between 1982-85	About 900	100 every year	2000	300	Not Known	798	1000
5.	No. of contact programmes held	8	1 in process	33	Not Known	Not Known	Nil	2
6.	No. of participants in the contact programmes	200	100 in process	200	200	Not Known	Nil	200

The Table shows that the materials are being used extensively, various training programmes are being conducted at the national level,

Evaluation Workshop

27. It was envisaged that, towards the completion of the Project an evaluation workshop would be held, bringing together the heads of national training institutions/programmes co-operating in the Project. The evaluation workshop was held in Bangkok, 16-18 March 1983, which was attended by participants nominated by Governments of India, Indonesia, Malaysia, Nepal, Pakistan, Philippines, Sri Lanka and Thailand. The objectives of the workshop were as follows:

1. To assess the progress achieved in relation to the established objectives, schedules and targets for activities, outputs and immediate objectives;
2. To identify factors which have facilitated or impeded the implementation of immediate/development objectives of the Project;
3. To assess the outcomes of the Project in terms of developing/strengthening of national capacities for training of educational personnel in planning and management;
4. To identify growth points for future programme/projects.

28. Prior to the workshop, follow-up questionnaires were sent to participants in various programmes/activities under the Project and an analysis of the responses to the questionnaires along with the reports/documents/publications provided a basis for the evaluation. Analysis of responses to the questionnaires is given in Appendix I; the list of reports/documents/publications is given in Appendix J.

29. The workshop considered in detail and item by item the activities and outputs envisaged in the Project. It reviewed the factors which had helped the achievement of various objectives, completion of activities and generation of desired outcomes. It also reviewed the factors that hindered the full completion of some of the activities and outputs.

30. In the Project Document Section E, 11 different types of outputs were envisaged. Of these 11 different types of outputs, six have been fully achieved (Nos. 1, 4, 8, 9, 10 and 11) including the organization of the evaluation workshop. Other objectives have also been achieved except the lesser number of participants covered in the Staff Development Programme. However, considering the fact that an additional programme was conducted covering 22 participants, the participants in the Evaluation Workshop assessed that the project outputs to be considered fully complete as envisaged.

31. The Evaluation Workshop noted that the Project had the following impacts/effects at the national level. First, the regional training workshops enabled some member countries to produce their own distance teaching materials. Second, it increased the pool of expertise in each of the member countries and raised their level of understanding and sophistication as related to the field of educational planning and management. Third, they discovered a lot of problems that need to be solved in order to further improve the distance training materials. Country-wise assessment is presented below:

India

32. The National Institute of Educational Planning and Administration used the materials developed in this Project as models in the preparation of national training materials. Some modules were adopted and other modules were modified to suit Indian conditions. In the experience of this Institute the training materials, to a great extent, were useful to the target clientele who worked at the level of national planning or in terms of comprehensive programmes. However, these materials were found not sufficient for those who work in institutions and in micro-planning projects, because they need assistance in specific topics which call for indepth and more detailed treatment. In this Institute a number of activities and research concerns were generated or inspired by the long-term planning workshop. This Institute will continue to use the distance teaching materials developed by it and is likely to add more modules in future. The faculty trained under this Project are using the inputs they received in conducting the programmes at the national level. However, as only a small number have received training so far, it is difficult to quantify the impact.

Indonesia

33. The regional training materials were also translated into Indonesian and used to train 300 participants. However, no contact session following the correspondence course could take place, because of difficulties of transportation, even though it was planned so. As a substitute of this exercise, the supervisors of the participants functioned as their resource persons. Nevertheless, the performance evaluation of participants is still the responsibility of the tutor assigned at the Centre for Education and Training (PUSDIKLAT).

Malaysia

34. In Malaysia the target clientele who need training in planning and management is limited and therefore only the contact method is being utilized. This was undertaken primarily by the Malaysian Education Staff Training Institute (MESTI). Nevertheless, the regional training materials are being used as reference materials by trainers of MESTI.

35. Malaysia participated in other activities of the Project and the Malaysian participants in these activities benefited from their experience. One of the three who attended the Staff Development Workshops is actively engaged in the development of materials at MESTI.

Nepal

36. Distance learning materials were prepared in Nepalese based on the regional training materials and they are being used as part of the courses in educational planning and administration of the Institute of Education at Tribhuvan University.

Pakistan

37. The focal institution in Pakistan is the Institute of Education and Research Cell of the Allama Iqbal Open University. Based on the ROEAP regional training materials, the Institute has developed/adapted

12 training modules. The Institute has been offering a programme leading to M.A. degree in educational planning and management. It has also introduced a shorter programme leading to Diploma in educational planning and management. The Institute has initiated a project for developing additional modules for new courses being introduced under the Master degree/Diploma programmes.

38. Recently, the Academy of Educational Planning and Management was established in Pakistan to provide short term courses of one to ten weeks covering specific areas in educational planning and management. A mechanism is being developed to co-ordinate the programmes of the two institutions.

Philippines

39. The training of education officials in 13 regional offices, 127 school divisions and 2,000 school districts in educational planning and management through distance teaching was made possible by the printing of 4,000 copies of training materials modelled after the ROEAP regional training materials. Although contact sessions were planned, no contact sessions were held in the first year of the programme when it was implemented by the Office of the Planning Service. After the responsibility for implementation was transferred the Office of the Regional Directors, each region conducted its own contact session.

40. In the Philippines, the content of the basic training programme in educational planning and management is considered as the equivalent of six credit hours out of thirty-six credit hours leading to M.A. degree in educational planning and management in a number of universities including the University of the Philippines.

Sri Lanka

41. The Staff College under the Ministry of Education of Sri Lanka prepared training materials based on the regional training materials. A pilot project to test the materials is being conducted with the participation of 100 Class V level officers. While they are scheduled to have a month long contact session, lack of key trainers who will conduct the contact sessions is posing a problem.

Thailand

42. The attachment programme under the Project gave the two educational administrators from Thailand a chance to learn from Malaysian experiences. The Centre for Educational Administrators was inspired to plan similar activities in the future in co-operation with Malaysia, Japan, Republic of Korea, the Philippines and possibly other countries as well.

43. With respect to the preparation of training materials, the Unesco materials were translated to Thai. As in other countries' experiences, some modules were modified to suit the local situation.

44. In addition to the use of distance learning material, Thailand used a two hours T.V. programme and regular radio broadcasts to disseminate educational information including aspects of educational planning and management. Financial and other resource constraints and the complex organizational structure and operations of the educational system put some constraints in the implementation of the Project.

Summary

45. The participants in the Evaluation Workshop unanimously agreed that the Project has achieved the objectives it was intended to achieve. While expressing satisfaction about it, the participants reflected on various facilitative and restraining factors in project implementation. The workshop also noted a number of growth points that link with or must be considered in the implementation of the proposed/forthcoming Project of increasing the efficiency of education through improved management and planning. The growth points are as follows: (i) promotion of distance teaching techniques and the preparation of training materials; (ii) improvement and enrichment of existing/available training materials in management and planning; (iii) expansion of and strengthening the network system; (iv) improvement of the system for implementing and monitoring project activities; and (v) establishment of state/sub-national training institutions and/or resource learning centres. (Full report of the Evaluation Workshop has been published separately.)

III. RECOMMENDATIONS

46. On the basis of the foregoing experiences in implementing the Project and the findings of the Evaluation Workshop, the following recommendations may be made:

Development/utilization of training/instructional materials

47. In order to keep the body of training/instructional materials and texts which have been developed under this Project up to date, in continuous use, and widely available to interested parties, arrangements should be made for publication of the materials in printed form.

48. Further support is needed for the development of training/instructional materials for regional/national management development training programmes particularly as related to micro-level planning and management. Translation of training materials in English to national languages and vice-versa for wider dissemination/utilization is to be continually encouraged and supported.

Improvement of implementation/management capacities

49. The national capacities in educational planning and management particularly in the field of plan implementation, micro-level planning and management, management information system, project management, monitoring and evaluation etc. need be further strengthened through training of national personnel in these fields.

Application of planning/management methods and techniques in specific problem areas

50. While a body of knowledge of general principles and methods of educational planning and management has been developed, continuing efforts need be made in the application of such principles and methods in specific problem areas of priority concern in many countries of the Region such as universalization of primary education and literacy; education and work; education and rural development etc.

Strengthening of National Training Institutions/Systems/Resource Centres

51. The capacities of national training institutions/programmes in educational planning and management need be further developed/strengthened particularly in regard to organization of training programmes in the field of micro level planning and management; project implementation, monitoring, evaluation; development of training systems.

Strengthening of the net-work system

52. The system of net-working with the Unesco Regional Office playing the role of a clearing house and facilitator should be further strengthened for the dissemination of training materials and promotion of inter-country visits and exchange of resource personnel.

Mid-course evaluation

53. Apart from the regular mechanism for monitoring and evaluation of progress and achievement of the inter-country project, some evaluation exercise similar to the Evaluation Workshop should be carried out for future projects on a certain stage of implementation (mid-course evaluation).

Appendix A

List of National Institutions/Programmes

Co-operating in the Project

AFGHANISTAN		Department of Planning Ministry of Eduction Kabul
BANGLADESH	a)	Bangladesh Education Extension and Research Institute (BEERI) Dhanmondi Dacca
	b)	Institute of Education and Research Dacca University Dacca
	c)	Teachers' Training College Dacca
		(Director of BEERI acting as national co-ordinator)
INDIA		The National Institute of Educational Planning and Administration (NIEPA) New Delhi
INDONESIA		The Education and Training Centre of the Department of Education and Culture (PUSDIKLAT) Jakarta
REPUBLIC OF KOREA	a)	The Korean Educational Development Institute (KEDI) Seoul
	b)	Institute for the Study of Educational Administration Seoul National University Seoul
MALAYSIA		Malaysian Education Staff Training Institute (MESTI) Ministry of Education Kuala Lumpur

NEPAL	Institute of Education Tribhuvan University Kathmandu
PAKISTAN	Bureau of Educational Planning and Management Ministry of Education Islamabad (The Bureau acting as a national co-ordinator in collaboration with the Allama Iqbal Open University, Pakistan Television Corporation and Pakistan Broadcasting Corporation).
PAPUA NEW GUINEA	Staff Development Unit Department of Education Ministry of Education, Science and Culture Boroko
PHILIPPINES	Planning Service Ministry of Education, Culture and Sports Manila
SRI LANKA	The National Staff College for Educational Administration Ministry of Education Kalutara
THAILAND	The Centre for Educational Administration Ministry of Education Bangkok

Appendix B

Project Budget covering UNDP Contribution

(in US dollars)

Country : Regional Asia and Oceania

Project Title : Regional Technical Co-operation for Training Educational Personnel in Planning and Management Using Distance Teaching and other Techniques

Project No. : RAS/77/033/F/01/13

		Total		1979		1980		1981		1982		1983	
		mm	$	mm	$	mm	$	mm	$	mm	$	mm	$
10	PROJECT PERSONNEL												
11.41	Consultants	8.1	39 875	3.4	12 586	1.4	11 114	0.5	5 300	2.8	10 875		-
11.99	Sub-total	8.1	39 875	3.4	12 586	1.4	11 114	0.5	5 300	2.8	10 875		-
13	Administrative Supervisory Personnel		29 874		1 399		17 273*		5 537		5 665		-
16	Mission costs		13 338		1 247		4 036		5 560		2 495		-
19	Component total		83 087		15 232		32 423		16 397		19 035		-
30	TRAINING												
32	Group Training		113 776		-		30 080		37 506		39 190		7 000
39	Component total		113 776		-		30 080		37 506		39 190		7 000
49	EQUIPMENT		13 463		-		7 285		2 119		4 059		-
59	MISCELLANEOUS		18 462		3 008		3 800		8 174		3 080		500
99	UNDP TOTAL CONTRIBUTION		228 788		18 240		73 488		64 196		65 364		7 500

Appendix C

List of Consultants

Name	Functions
1. Mr. Veda Prakasha Ministry of Education New Delhi, India	- Function as a resource person in Educational Planning and Management Programme Development Meeting, Bangkok, 27 November to 5 December 1978. - Preparation for the organization of Fifth Group Training Course in Educational Planning and Management, 27 December 1978 to 3 February 1979 and function as a faculty member with teaching and practical exercise assignments.
2. U Thet Tun 531 Prome Road Kamayut P.O. Rangoon, Burma	- Review and development of training materials in educational planning and management for regional training programmes. (ROEAP, Bangkok, May/June 1979)
3. Dr. C.L. Sapra National Institute of Educational Planning and Administration, New Delhi, India	- Assist ROEAP in the preparation, organization and follow-up of the "Consultative Meeting on the Development and Testing of National Training Material in Educational Planning and Management, Bangkok, 10-14 December 1979.
4. Dr. Udai Pareek Indian Institute of Management Ahmedabad, India	- Preparation of "Handbook for Trainers in Educational Management: With special reference to countries in Asia and the Pacific. - Function as a resource person in the Contact Session of the Sixth Group Training Course cum Staff Development Workshop, Bangkok, 13 October to 15 November 1980.
5. Dr. James N. Johnson Macquarie University North Ryde, N.S.W. 2113 Australia	- Preparation of three training modules in Education System Indicators

Name	Functions
5. Dr. James N. Johnson Macquarie University North Ryde, N.S.W. 2113 Australia (Continued)	- Function as a resource person in the Contact Session of the Sixth Group Training Course cum Staff Development Workshop, Bangkok, 13 October to 15 November 1980. - Function as a resource person in Regional Workshop on Long-term Educational Planning, New Delhi, 12-25 January 1982.
6. Dr. Chew Tow Yow Malaysian Education Staff Training Institute Kuala Lumpur, Malaysia	- Function as a resource person in the Contact Session of the Sixth Group Training Course cum Staff Development Workshop, Bangkok, 13 October to 15 November 1980. - Function as a resource person in the Contact Session in the Regional Staff Development Workshop on Improvement of Implementation Capacities, Manila, 4-25 October 1982.
7. Dr. Wan Mohd. Zahid Noordin State Education Department Seremban, Negeri Sembilan Malaysia	- Preparation of a theme paper entitled: "Educational Planning in Malaysia, practical experiences within a national cultural context". - Function as a resource person in Regional Workshop on Long-term Educational Planning, New Delhi, 12-25 January 1982.
8. Mr. Jyoji Kikuchi National Institute for Educational Research (NIER) Tokyo, Japan	- Preparation of a theme paper "The application of systems analysis and forecasting techniques in the field of education and human resource development in Janpan". - Function as a resource person in Regional Workshop on Long-term Educational Planning, New Delhi, 12-25 January 1982.
9. Mr. A.B.L. Srivastava National Council for Educational Research and Training (NCERT) New Delhi, India	- Assist in the organization and conduct of the Training Course in Educational Planning and Management for Directors of Education and Chief Education Officers in charge of Educational Districts, Colombo, 30 June to 9 July 1980.

Name	Functions
10. Mr.A.M.A. Rashid Education Directorate Dacca, Bangladesh	- Assist in the organization and conduct of the Training Course in Educational Planning and School Mapping for Directors of Education and Chief Education Officers in Charge of Educational District, Colombo, 27 July to 4 August 1981.
11. Dr. Kedar N. Shrestha Institute of Education Tribhuvan University Kathmandu, Nepal	- Preparation of a study on "Identification of Training Needs in Educational Planning and Management in Nepal". - Preparation of training materials entitled: "Educational Experiments in Nepal" for training of District Education Officers.
12. Mr. J. Veeraraghavan National Institute of Educational Planning and Administration New Delhi, India	- Preparation of a synthesis paper entitled: "Structures and Processes of Educational Planning and Management in countries of Asia and the Pacific" based on country reports.
13. Dr. T.V. Rao Indian Institute of Management Ahmedabad, India	- Preparation of Handbook for Trainers in Educational Management with special reference to countries in Asia and the Pacific (collaboration with Dr. Udai Pareek). - Preparation of three training modules in educational management including case studies. - Function as a resource person in the Regional Staff Development Workshop on Improvement of Implementation Capacities, Manila, 4-25 October 1982.
14. Dr. Felix P. Santos Chief, Planning Service Ministry of Education, Culture, and Sports Manila, Philippines	- Function as co-ordinator cum recourse person in Regional Staff Development Workshop on Improvement of Implementation Capacities, Manila, 4-25 October 1982.
15. Dr. Fortunata C. Villamar Chief, Planning and Programming Division Planning Service Ministry of Education, Culture, and Sports Manila, Philippines	- Preparation of theme papers entitled: "Educational Management Information System" (MIS) and "Planning and Budgeting Linkages in the Philippines". - Function as a resource person on Regional Staff Development Workshop on Improvement of Implementation Capacities, Manila, 4-25 October 1982.

Names	Functions
16. Professor J.E. Jayasuriya 34/2 De Saram Road Mount Lavinia Sri Lanka	- Preparation of two training modules in educational management including case studies. - Function as a resource person on Regional Staff Development Workshop on Improvement of Implementation Capacities, Manila, 4-25 October 1982.

List of International Staff

Educational Planning and Management Service

1. Mr. Hans W. Reiff (Netherlands) Educational Management Adviser	from 10-7-79 to 24-2-82
2. Mr. Iraj Ayman Educational Management Adviser	from 3-3-83 to date
3. Mr. Tun Lwin Specialist in Educational Planning and Administration	from 27-3-80 to date
4. Mr. N. Kuroda Associate Expert in Educational Statistics	from 15-2-80 to 7-1-82

Appendix D

List of Major Items of Equipment purchased under UNDP Funding

Item	Description	Cost US$	Date purchased
1.	IBM Electric Typewriter and spare parts	1,208.00	26/1/80
2.	IBM Correcting Selectric III Typewriter	1,154.59	6/1/82
3.	Programmable Calculator (Texas Instruments)	475.00	22/8/80
4.	Software for Programmable Calculator	140.00	5/1/81
5.	Printer for Programmable Calculator	380.00	5/1/81
6.	Calculator with printer	250.00	22/8/80
7.	Simple calculators (20 units)	600.00	22/8/80
8.	Audio visual teaching materials	2,000.00	28/12/80
9.	Statistical filing cabinets	150.00	28/12/80
10.	Projector screen	140.00	22/8/80
11.	RICOH plain paper copier	4,821.83	18/12/80
12.	Furniture	144.00	30/1/80

Appendix E

Participants in Group Training Courses cum
Staff Development Workshops/Training Seminar

Activity	Member State	Total	Sex		Educational qualifications				Type of work		
			Male	Female	Doctorate	Masters	Bachelors	Others	Planning & Statistics	System Administration	Institution Administration, Training & Research
Sixth Group Training Course cum Staff Development Workshop	Afghanistan	4	4	-	-	1	3	-	2	1	1
	Bangladesh	3	1	2	-	-	3	-	1	1	1
	India	2	-	2	2	-	-	-	-	-	2
	Indonesia	1	1	-	-	-	1	-	1	-	-
	Malaysia	2	2	-	1	-	1	-	1	-	1
	Maldives	1	1	-	-	-	-	1	-	1	-
	Nepal	2	2	-	-	2	-	-	-	-	2
	Papua New Guinea	4	3	1	-	3	1	-	3	1	-
	Philippines	4	3	1	-	3	1	-	3	1	-
	Rep.of Korea	1	1	-	-	1	-	-	-	-	1
	Thailand	1	1	-	1	-	-	-	-	-	1
	Total	23	18	5	4	7	9	3	8	6	9

Appendix E (cont'd)

Participants in Group Training Courses cum
Staff Development Workshops/Training Seminar

Activity	Member State	Total	Sex		Educational qualifications				Type of work			
			Male	Female	Doctorate	Masters	Bachelors	Others	Planning & Statistics	System Administration	Training & Research	Institution Administration
Regional Workshop in Long-term Educational Planning	Afghanistan	2	2	-	-	1	1	-	1	1	-	
	Bangladesh	2	1	1	-	2	-	-	1	1	-	
	China	2	1	1	-	-	2	-	1	-	1	
	India	3	2	1	1	2	-	-	-	3	-	
	Malaysia	2	1	1	-	-	2	-	1	1	-	
	Maldives	1	1	-	-	-	-	1	-	1	-	
	Nepal	2	2	-	-	-	2	-	-	1	1	
	Pakistan	2	1	1	-	2	-	-	1	-	1	
	Philippines	2	1	1	-	2	-	-	-	2	-	
	Sri Lanka	2	2	-	-	1	1	-	1	1	-	
	Thailand	2	2	-	-	2	-	-	2	-	-	
	Total	22	16	6	1	12	8	1	8	11	3	

Appendix E (cont'd)

Participants in Group Training Courses cum
Staff Development Workshops/Training Seminar

Activity	Member State	Total	Sex		Educational qualifications				Type of work			
			Male	Female	Doctorate	Masters	Bachelors	Others	Planning & Statistics	System Administration	Training & Research	Institution Administration
Regional Staff Development Workshop on Improvement of Implementation Capacities	Afghanistan	1	1	-	-	1	-	-	1	-	-	
	China	2	-	2	-	-	2	-	-	-	2	
	India	2	2	-	1	1	-	-	-	-	2	
	Malaysia	1	1	-	1	-	-	-	-	-	1	
	Maldives	1	1	-	-	-	-	1	-	1	-	
	Pakistan	2	2	-	2	-	-	-	-	-	2	
	Philippines	4	2	2	1	2	1	-	2	2	-	
	Rep. of Korea	1	1	-	-	-	1	-	1	-	-	
	Sri Lanka	2	2	-	-	-	2	-	-	-	2	
	Thailand	1	1	-	1	-	-	-	1	-	-	
	Total	17	13	4	6	4	6	1	5	3	9	

Appendix F

Participants in Inter-country Study Visits Programme
in Educational Planning and Management

Activity	Member State	Total	Sex		Educational qualifications				Type of work			
			Male	Female	Doctorate	Masters	Bachelors	Others	Planning & Statistics	System Administration	Training & Research	Institution Administration
Inter-country Study Visits	Afghanistan	1	-	1	-	-	1	-	-	1		-
	Bangladesh	1	1	-	-	1	-	-	-	1		-
	India	1	1	-	1	-	-	-	-	-		1
	Indonesia	1	1	-	-	1	-	-	-	-		1
	Malaysia	1	1	-	1	-	-	-	-	-		1
	Nepal	1	1	-	-	1	-	-	-	-		1
	Pakistan	1	1	-	1	-	-	-	-	-		1
	Papua New Guinea	1	1	-	-	-	-	1	-	1		-
	Philippines	1	-	1	1	-	-	-	1	-		-
	Rep. of Korea	2	2	-	-	1	1	-	-	1		1
	Sri Lanka	1	1	-	-	1	-	-	-	1		-
	Thailand	1	1	-	-	1	-	-	1	-		-
	Total	13	11	2	4	6	2	1	2	5		6

Appendix G

ROEAP TRAINING MATERIALS

Basic Training Programme in Educational Planning and Management (Summary of contents)

Book I - Basic Concepts and Considerations

Unit 1 Development as the Objective of Planning and Management (definitions, national accounts, indicators, targets etc.).

Unit 2 Planning and Management as Key Agents of National Development (choice among alternatives, scenarios, national planning, implementation and management etc.).

Unit 3 Education Development - The Task of Educational Planners and Administrators (concept of education, innovations/ reforms, educational development definition(s), role of the educational planners and administrators etc.).

Unit 4 Demographic Considerations in Educational Planning (demography, rates and ratio's, population dynamics, projections, educational demography, planner's concern with enrolments and population dynamics etc.).

Unit 5 Economic Considerations in Educational Planning (consumption or investment, agent in national development, manpower and employment, resource use, mobilization etc.).

Unit 6 Socio-political Considerations in Educational Planning (impact of planning on society, social traditions, social aspirations, equality of opportunities, political/group pressures etc.).

Unit 7 Educational Considerations in Educational Planning (educational objectives, structure of the educational system, content of education, space utilization, methods of teaching etc.).

Book II - Concerns and Challenges in Educational Development

Unit 8 Integration of Educational and National Development Planning (sectoral approach to development planning, need for integrated planning at national and sub-national levels, place of education in integrated planning, institutional basis, scope for international co-operation etc.).

Unit 9 — Democratization of Education (equalization force, equal, opportunities, options for planners, positive discrimination, etc.).

Unit 10 — Informal and Non-formal Education (comprehensiveness of educational planning, definitions and relations between formal, non-formal and informal education; co-ordination, implementation and evaluation of non-formal education, etc.).

Unit 11 — Quality and Relevance of Education (relevance to economic needs, to national culture; quality of education; teachers, equipment, buildings, curriculum, supervision, research/ innovation etc.).

Unit 12 — Delivery Systems, Agents and Methods (correspondence, tutory teaching, new infrastructures and agents, distance teaching, new mechanisms etc.).

Unit 13 — Design and use of Educational Facilities (complaints, relationship schooling -- buildings, design for changing needs, adaptability/flexibility, educational planner's role, future needs, etc.).

Unit 14 — Role of Research in Educational Planning (fact finding research, conclusion oriented research, decision and action oriented research, optimum feedback etc.).

Book III — Quantitative and Financial Aspects of Educational Planning

Unit 15 — Diagnostic Techniques - Student Flows (admission rates, repetition, promotion and dropouts, efficiency rates, inputs and outputs, cohort analysis etc.).

Unit 16 — Diagnostic Techniques - Financial Analysis (sources of expenditure, opportunity costs, purposes of expenditure, by level and type of education, pitfalls etc.).

Unit 17 — Diagnostic Techniques - Personnel and Facilities (data on educational personnel, qualifications and training, pupil teacher ratios; sampling/surveys of educational facilities, standards etc.).

Unit 18 — Projection Techniques - Enrolments (student flows, enrolment trends etc.).

Unit 19 — Projection Techniques - Personnel (teachers demand and supply, other educational personnel, non-formal education personnel etc.).

Unit 20 — Projection Techniques - Facilities (diagnosis, costing, stock-taking, new places needed etc.).

Unit 21 — Projection Techniques - Costs and Resources ("ceiling provision", projecting resources, cost projections, projecting capital costs, underutilized schools, projecting recurrent costs, refined projection techniques etc.).

Book IV - Process of Educational Planning

Unit 22 Educational Planning Process - Objectives and Constraints (objectives, policy and plan formulation, programming, project formulation, constranits, choice, implementation etc.).

Unit 23 Diagnostic Stocktaking (educational mapping: concepts and application, minimum learning needs, needs assessment, inventory of resources, etc.).

Unit 24 Policy Formulation and Assessment of Future Needs (quantitative estimates of needs, steps, examples etc.).

Unit 25 Establishing Priorities and Setting Targets (desirable growth, examples, models and computers etc.).

Unit 26 Establishing Priorities through Cost-Benefit Analysis (choice of priorities among projects, cost-benefit ratio, economics and other objectives, individual vs. societal choices, measurement of costs, measurement of benefits, weaknesses, rates of return etc.).

Unit 27 Feasibility Testing (external and internal aspects, simulated pre-running of a plan etc.).

Unit 28 Formulation of an Educational Plan (brevity/clarity, self-contained/comprehensive, diagnosis of educational situation, policy/strategy/targets, financial plan etc.).

Book V - From Planning to Plan Implementation

Unite 29 Elaboration of Educational Plans -- Programming and Project Identification (process of plan elaboration, project identification, regionalization, programming by objectives, etc.).

Unit 30 Project Formulation (project identification, elaboration of activities, workplan, project budget, management tools, examples, etc.).

Unit 31 Introduction to Programme Evaluation and Review Technique (PERT) and Critical Path Method (CPM) -- a Technique of Project Formulation (network analysis, steps in PERT, data loading and time scheduling, determination of probability etc.).

Unit 32 School Mapping (applications and criteria, examples and comments, evaluation of alternatives etc.).

Unit 33 Budgeting and Financial Management (concepts, step in plan implementation, management function, financial procedures, etc.).

Unit 34 — introduction to PPBS - Planning - Programming - Budgeting System (output budgeting, objectives, advantages as policy tool, examples, etc.).

Unit 35 — Plan Evaluation (stumbling blocks, value judgements, actors in the evaluation provess etc.).

Book VI - General Principles of Management

Unit 36 — What is management (definition, stages, basic elements of the process, role of information, feedback, planning etc.).

Unit 37 — Organization (process, structures, authority, examples, evaluation, amanagement concepts and principles, graphic aids etc.).

Unit 38 — Control (components, cautions etc.).

Unit 39 — Decision-making (policy, strategy and decision, process, self-evaluation, problem specification, techniques such as pay-of table, decision tree etc.).

Unit 40 — Problem Solving (awareness, approaches to solution, conflict resolution, techniques such as work study, management analysis, system analysis etc.).

Unit 41 — Human Relations - Communication (concepts, theory, effectiveness, skills required etc.).

Unit 42 — Human Relations - Motivation (concepts, research, wants - objectives - behaviour chain - practical application, examples).

Book VII - Principles and Problems of Educational Management

Unit 43 — Financial Management (principles, compilation of cost data, incurring expenditure, transfer of funds, accounting system, etc.).

Unit 44 — Personal Management (concepts, job analysis, wage and salary administration, recruitment/placement/transfer/ promotion, performance assessment, training, discipline, trade unions, welfare etc.).

Unit 45 — Institutional Management (institutions and the legal framework, institutional planning, interpersonal relations, participatory management, institutional management, business aspects, special problems etc.).

Unit 46 — Supervision in Education - Administrative and Academic (management function, inspection, identity, responsibility, school supervision, role of the supervisor, limitations etc.).

Unit 47 Participatory Planning and Management (emerging concern, concepts, Why?, forms of participation, effects of participatory planning, conditions, a new role for educational planners etc.).

Unit 48 Training and Orienting Educational Personnel (clientele, core elements of training programmes, training planners and other groups of clientele, delivery systems and methods, research etc.).

Appendix H

National Correspondence Course Materials
developed following ROEAP basic seven books

INDIA (English)

Book I - Background and Basic Concepts

Unit 1 Development of Education in India Since Independence

Unit 2 Educational Administration in India - A Panoramic View

Unit 3 Overall Educational Planning in India - Retrospect and Prospect

Unit 4 Concepts of Basic Approaches to Educational Planning

Unit 5 Economics of Education

Unit 6 Education, Employment and Manpower

Book II - Introduction to Educational Management

Unit 1 What is Management?

Unit 2 Organization

Unit 3 Control

Unit 4 Decision-making

Unit 5 Problem-solving

Unit 6 Human Relations - Communication

Unit 7 Human Relations - Motivation

Book III - Current Issues

Unit 1 Universalization of Elementary Education

Unit 2 Education of Women

Unit 3 Education for Integrated Rural Development

Unit 4 Non-formal Education

Unit 5 Quality and Relevance in Education

Unit 6 Planning Vocationalization of Education

Unit 7 Environmental and Population Education

Book IV - Planning

Unit 1 Collection of Statistics and Statistics Needed for Educational Planning

Unit 2 Statistical Methods - I

Unit 3 Statistical Methods - II

Unit 4 Educational Planning Process

Unit 5 Formulation of an Educational Plan

Unit 6 Project Identification and Formulation

Book V - Implementation

Unit 1 Financial Management

Unit 2 Personnel Administration

Unit 3 Inspection and Supervision

Unit 4 Educational Planning at the District and Block Levels

Unit 5 Institutional Planning and Management

Unit 6 Plan Evaluation

Book VI - Challenges and Responses

Unit 1 International Educational Scene

Unit 2 Indian Concepts and Models of Educational Development

Unit 3 Curriculum Reoforms

Unit 4 School Library Service

Unit 5 Managing Educational Innovations

Unit 6 Education of Scheduled Costs/Scheduled Tribes

Special Training Programme in Principles of
Educational Management, 1977-1978
(Summary of Contents)

INDONESIA		(Behassa Indonesia)
Book I	-	Basic Concepts and Considerations in Educational Planning and Management
Units 1-5		Adopted from Book I of Unesco ROEAO
Book II	-	Concerns and Challenges in Educational Development
Units 6-10		Adopted from Book II of Unesco ROEAO
Book III	-	General Principles of Management
Units 11-15		Adopted from Book VI of Unesco ROEAO
Book IV	-	Principles of Educational Management
Units 16-20		Adopted from Book VII of Unesco ROEAO
Book V	-	Prospects and Problems of Educational Management in Indonesia
Unit 21		Policies and Legal Basis of Indonesian Education
Unit 22		Structure and Organization of the Educational System
Unit 23		Educational Management in Indonesia
Unit 24		Educational Planning in Indonesia - Its Organization, Process and Status
Unit 25		Operational Problems in Educational Management

Distance Teaching Programme in Educational Planning and Management (Summary of Contents)

NEPAL (Nepalese)

Part I - Educational Planning and Management

Unit 1 Education Plan for National Development

Unit 2 Objectives of Education Plan and Constraints/Difficulties in Planning

Unit 3 Process of Educational Planning

Unit 4 Economic Basis of Educational Planning

Unit 5 Educational Planning in Nepal

Unit 6 Integration of Educational Planning with overall Development Planning

Unit 7 Democratization of Educational Planning

Unit 8 Planning of Non-formal Education

Unit 9 Place of Research in Educational Planning

Unit 10 Qualitative Improvement in Education

Part II - Educational Planning and Management

Unit 1 Diagnostic Techniques - Student Flows

Unit 2 Diagnostic Techniques - Financial Analysis

Unit 3 Projection Techniques - Enrolment

Unit 4 Projection Techniques - Personnel

Unit 5 Projection Techniques - Facilities

Unit 6 Basic Principles of Educational Management

Unit 7 Organization

Unit 8 Control

Unit 9 Planning, Programming and Budgeting System (PPBS)

Unit 10 Plan Evaluation

Unit 11 Elaboration of Education Plans, Programming and Project Identification

Correspondence Course in Educational Planning
and Management (Summary of Contents)

PAKISTAN		(English)
M.A. (Part I) EPM 502	-	Processes of Educational Planning
Unit 1		Statistics as a Toll for Educational Planning
Unit 2		Collection, Processing, Storage and Retrieval of Educational Statistics
Unit 3		Computational Techniques in Educational Planning
Unit 4		Diagnostic Techniques - Student Flows
M.A. (Part II) EPM 502	-	Processes of Educational Planning
Unit 5		Diagnostic Techniques - Financial Analysis
Unit 6		Diagnostic Techniques - Personnel and Facilities
Unit 7		Projection Techniques - Part 1 - Enrolment Projection Techniques - Part 2 - Personnel Projection Techniques - Part 3 - Facilities
Unit 8		Projection Techniques - Costs and Resources
M.A. (Part III) EPM 502	-	Processes of Educational Planning
Unit 9		Educational Planning Process, Objectives and Constraints
Unit 10		Diagnostic Stock-taking
Unit 11		Policy Formulation - Assessment of Future Needs
Unit 12		Establishing Priorities and Setting Targets
Unit 13		Establishing Priorities through Cost-Benefot Analysis
Unit 14		Mathematical Models and their Use in Educational Planning
Unit 15		Educational Simulation Model - Evaluation of the Experience

Correspondence Course in Educational Planning and Management (Summary of Contents)

PHILIPPINES (English)

Book I - Background Information on Educational Planning and Management

Lesson 1 Fundamental Concepts of Educational Planning

Lesson 2 Foundations of Educational Planning

Lesson 3 Educational Planning at the National and Sub-national Levels

Lesson 4 Educational Planning at the Institutional Level

Book II - Trends in Educational Planning

Lesson 1 History of Educational Planning in the Philippines

Lesson 2 Planning for Quality

Lesson 3 Planning for Non-formal Education

Lesson 4 Participatory Planning

Lesson 5 Integrated Planning

Lesson 6 Decentralized Educational Planning in the Philippines

Book III - Process of Educational Planning

Lesson 1 Systems Analysis/Approach

Lesson 2 Educational Planning Process

Lesson 3 Feasibility Testing

Book IV - Plan Elaboration

Lesson 1 Identification of Programmes and Projects

Lesson 2 Project Formulation

Lesson 3 School Mapping and Educational Mapping

Book V - Quantitative Aspects of Educational Planning

Lesson 1 Basic Statistical Tools

Lesson 2 Computational Techniques in Educational Planning

Book VI - Financial Aspects of Educational Planning

Lesson 1 Budgeting: Its Implementation to Educational Planning

Lesson 2 Planning, Programming, Budgeting System (PPBS) and other Innovations in Budgeting in the Philippines

Lesson 3 Costing of Educational Plan

Book VII - Implementation and Evaluation

Lesson 1 Communication in Educational Planning

Lesson 2 Plan Evaluation

Book VIII - Management Techniques Applicable to Educational Administration

Lesson 1 General Principles of Management

Lesson 2 Programme Evaluation and Review Techniques (PERT)

Lesson 3 Management by Objectives

Lesson 4 Educational Futurism

Basic Training Programme in Educational Planning and Management (Summary of Contents)

THAILAND (Thai)

Volume I	-	Basic Ideas and Points in Educational Planning and Management
Units 1-7		Adopted from Book I of Unesco ROEAO and translated into Thai Language
Volume II	-	Procedures in Educational Development
Units 8-14		Adopted from Book II of Unesco ROEAO and translated into Thai Language
Volume III	-	Quantitative Aspects of Educational Planning
Units 15-21		Adopted from Book III of Unesco ROEAO and translated into Thai Language
Volume IV	-	Procedures in Educational Planning
Units 22-28		Adopted from Book IV of Unesco ROEAO and translated into Thai Lanugage
Volume V	-	Educational Plans and How to Implement Them
Units 29-35		Adopted from Book V of Unesco ROEAO and translated into Thai Language
Volume VI	-	Procedures in Management
Units 36-42		Adopted from Book VI of Unesco ROEAO and translated into Thai Language
Volume VII	-	Principles in Educational Management
Units 43-48		Adopted from Book VII of Unesco ROEAO and translated into Thai Language

Appendix I

ANALYSIS OF EVALUATION QUESTIONNAIRES

Questionnaires were sent to participants in the project activities to determine the effectiveness of the Project. The relevant project activities undertaken consisted of (i) the first staff development workshop (October 1980)[1], (ii) the inter-country study visits (September 1981)[2], (iii) the second staff development workshop (October 1982)[3], and (iv) the internship/attachment. About half of the questionnaires have been completed and returned.

It may be noted that the main objective of the Project was to enhance the capability of the national training centres in carrying out their training programmes in educational planning and administration in order to reach out to a wider clientele. The project activities mentioned above were designed to enhance the knowledge of the discipline as well as to increase the skills in organizing the training and developing the training materials so much so that the national training institutions could carry out their function more effectively.

Fifty-five participants from the national training institutions have participated in the Project in one training activity or the other. According to the returned questionnaires 59 per cent were identified as holding planner/administrator positions and 41 per cent lecturer/instructor at the time when they attended the training activities. Subsequent to the training 73 per cent have continued to function in the same positions while 22 per cent have been promoted and assumed more responsibility, and 5 per cent transferred.

All respondents reported that their participation in the training activities under the Project helped them a good deal in performing their functions.

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1. Sixth Group Training cum Staff Development Workshop in Educational Planning and Management, Bangkok, 13 October - 4 November 1980.

2. Inter-country Study Visits in Educational Planning and Management, Philippines, Indonesia, Thailand, 5-25 September 1981.

3. Regional Staff Development Workshop in Educational Planning and Management: Improvement of Implementation Capacities, Manila, 4-25 October 1982.

Examples of their comments are as follows:

- gained more knowledge and skills in educational planning and management relevant to performing a better job as a trainer;
- acquired knowledge about educational planning and management in various countries, got to know colleagues in other countries and made contact; the materials received in the training were good for reference;
- became directly involved in educational management, gained knowledge about the fundamentals of educational planning.

By and large, the comments pointed to the personal enhancement of knowledge and skills and the contribution of such to the training activities/programme of the institutions.

As to the question of pursuing the work after the participation in the training activities, 59 per cent of the respondents reported that they have organized/co-ordinated training activities (including developing training materials), such as seminars, workshops and training courses in their countries while 41 per cent have done jobs other than training. Brief account of training activities were given, for example:

India: "Was appointed member of the task force organizing orientation programme for senior school administrators, also prepared training materials for the programme, conducted research on monitoring and evaluation of the educational plan in one State of India."

Malaysia: "Organized training and developed teaching materials for management as well as support staff of the Ministry of Education."

Philippines: "Co-ordinated seminar for finance officers, assisted in seminar on financing of education."

"Involved in many seminars/workshops such as development of planning skills, planning and budgeting, management information system in education, also prepared materials for correspondence course in educational planning and management, handbook on education management information system for region, district, and schools."

Sri Lanka: "Developed training materials for Class V Officers, organized training course for Principals and Deputy Principals of schools, conducted survey of training needs."

Those who have not been active in training work gave the reasons such as:

- the Division is not in charge of training
- has been assigned duty other than training

- training programme is under World Bank Project and is undertaken by Planning Adviser who has been recruited from overseas
- no opportunity, have never been appointed the post responsible for in-service training
- duty is not educational planning
- will establish the national training centre for educational planners

Although the questionnaire returns were somewhat limited, they did indicate that the Project had been effective, specially in regard to the utilization of knowledge and skills gained from participation in the regional training activities, in the training programmes of the national institutions. As was indicated above, the majority of participants have continued their work after receiving training, all have found the training of considerable value to their work and the majority have been active in carrying out the training programmes at their training centres.

Appendix J

List of Reports/Documents/Publications

I. - Meeting Reports

1. Development and Testing of National Training Material in Educational Planning and Management, Report of a Consultative Meeting, Bangkok, 10-14 December 1979

2. Training Educational Personnel in Planning and Management Using Distance Teaching and Other Techniques, Report of an Evaluation Workshop, Bangkok, 16-18 March 1983

II. Mission Reports

(Missions undertaken in connection with implementation of National Training Programmes under the Project)

3. Mission Reports of Educational Planning/Management Adviser to India (10-14 September 1979), Pakistan (4-9 November 1979), Nepal (29 October to 3 November 1979) and the Philippines (26-30 November 1979)

4. Mission Reports of Educational Planning/Management Adviser and Associate Expert in Educational Statistics to India (25-31 May 1980)

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